

Year	Counting	Comparing Numbers	Identifying, Representing and Estimating Numbers	Reading and Writing Numbers (including Roman Numerals)	Understanding Place Value	Rounding	Problem Solving
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**Glen Hills Primary School Progression Map**  
**Maths – Number and Place Value**



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4+	Count objects, actions and sounds. Say numbers in order – match one number name to each item. Count to and beyond 20, recognising the pattern of the counting system.	Use the language of ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Compare sets of objects up to 10 in different contexts considering size and difference.	Link the number symbol (numeral) with its cardinal number value. Subitise.	Link the number symbol (numeral) with its cardinal number value.	Have a deep understanding of number to 10, including the composition of each number.		Explore the composition of each number.

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<b>Year 1</b>	To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. To count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, to identify one more and one less.	To use the language of: most, least.	To identify and represent numbers using objects and pictorial representations including the number line.	To read and write numbers from 1 to 20 in numerals and words.			
<b>Year 2</b>	To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.	To compare and order numbers from 0 up to 100; use <, > and = signs.	To identify, represent and estimate numbers using different representations, including the number line.	To read and write numbers to at least 100 in numerals and in words.	To recognise the place value of each digit in a two-digit number (tens, ones).		To use place value and number facts to solve problems.
<b>Year 3</b>	To count from 0 in multiples of 4, 8, 50 and 100. To find 10 or 100 more or less than a	To compare and order numbers up to 1000.	To identify, represent and estimate numbers using different representations.	To read and write numbers up to 1000 in numerals and in words. To tell and write the	To recognise the place value of each digit in a three- digit number (hundreds, tens, ones).		To solve number problems and practical problems involving these ideas.

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	given number.			time from an analogue clock, including using Roman numerals from I to XII, and 12hour and 24- hour clocks. (copied from Measurement)			
<b>Year 4</b>	To count backwards through zero to include negative numbers. To count in multiples of 6, 7, 9, 25 and 1000. To find 1000 more or less than a given number.	To order and compare numbers beyond 1000. To compare numbers with the same number of decimal places up to two decimal places. (copied from Fractions)	To identify, represent and estimate numbers using different representations.	To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths. (copied from Fractions)	To round any number to the nearest 10, 100 or 1 000. To round decimals with one decimal place to the nearest whole number. (copied from Fractions)	To solve number and practical problems that involve all of the above and with increasingly large positive numbers.

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Year 5	To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. To count forwards or backwards in steps of powers of 10 for any given number up to 1000 000.	To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. (appears also in Reading and Writing Numbers)		To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. (appears also in Comparing Numbers) To read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. (appears also in Reading and Writing Numbers) To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents . (copied from Fractions)	To round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000. To round decimals with two decimal places to the nearest whole number and to one decimal place . (copied from Fractions)	To solve number problems and practical problems that involve all of the above.

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Year 6	To use negative numbers in context, and calculate intervals across zero.	To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. (appears also in Reading and Writing Numbers)		To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. (appears also in Understanding Place Value)	To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. (appears also in Reading and Writing Numbers) To identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places. (copied from Fractions)	To round any whole number to a required degree of accuracy. To solve problems which require answers to be rounded to specified degrees of accuracy. (copied from Fractions)	To solve number and practical problems that involve all of the above.